Syllabus MHL 350 Fall 2014  Spring 2016
Instructors: Shepherd, Turner

Stephen F. Austin State University
School of Music
Music for Children I: MHL 350
(for non-music majors)

Important Dates:

- Midterm Exam/Assignment - See Calendar
- TEXES Mastery Exam - See Calendar

Course Description:

A study of materials, literature, and developmental concepts appropriate for musical maturation.

Goals:

The ultimate goal of this course is to encourage and nurture the innate musical talents in pre-service teachers. When we are successful musically, we will be more likely to encourage our students to engage in musical activities as part of their daily learning program.

Objectives:

To assist you in reaching the course’s goal, the following objectives will be met:

- The student will demonstrate the following knowledge:
  1. Goals and objectives of elementary music education as they relate to the National Standards, the Texas Essential Knowledge and Skills, and the TAKS objectives.
  2. An understanding of the scope and sequence of the general music program as it is integrated into the math, language arts, reading, science, and social studies curricula.
  3. An understanding of the learning process as it relates to aural and visual discrimination of tonal and rhythmic elements.
  4. Basic techniques for developing skills in singing, moving, playing rhythm instruments, and guitar.

- The student will demonstrate the following skills:
  1. Skill in integrating music into other curricular areas.
  2. Skill in planning strategies and lessons designed to attain predetermined objectives.
  3. Skill in using various teaching techniques developed by Kodály, Orff, and Dalcroze.

- The student will be encouraged to develop the following attitudes:
  1. Confidence in one's self and a willingness to guide children to music learning.
  2. An interest in improving one's own instructional techniques, musical skills, and ability to
communicate with children.
3. An interest in sharing ideas in discussion and evaluating self and peers constructively.
4. An interest in the child as an individual and in his individual learning mode, needs, and potential.

Texts:

2. John Feierabend *Move It!* (DVD & CD) GIA ISBN 8514705492
4. Doublas Florian *mammalabilia* Voyager ISBN 0152050248

Grading:

For each assignment you will earn points. Certain assignments will be weighted more heavily than others. Your final grade will be an average of the points you earn divided by the possible points. You will be required to complete (1) lesson plan strategies, (2) demonstrate musical skills, (3) group projects, (4) weekly reflections, and (5) write (take) a midterm and TEXES Mastery examinations. Your assignments are to be submitted on the date they are due. Because life is messy, I will accept your work up to 24 hours late with the grade being lower one letter grade. Once an assignment is closed on Blackboard, it is closed. Be prepared. Submit things with time to spare. You have access to all assignments and instructional materials. There is no reason for not completing all assignments and assessments on-time.

The usual 100-90, 89-80, etc. grading scale will be used for calculating the final course grade. Remember there is a new failure policy. If you fail to complete your work due to not attending class (you have emotionally and physically dropped the course without officially dropping the course) you will be given a grade of FQ. It means the same thing as an F but helps us know who simply stopped trying, who gave up. I will post your grades on Blackboard so that you know exactly how you are doing at any given time throughout the semester. If you are not please with your performance on an assignment, simply resubmit it as many times as you like. **NOTE:** PLEASE do not plagiarize my work off the web site. Information post there is to help answer your questions and give you ideas. Anyone who chooses to copy my work and submit it as theirs will receive a zero for that assignment. Unfortunately, I was forced to issue many zeros last semester. Be honest and do your own work.

Course Access:

In a face to face course this is called attendance. Attendance is mandatory. You are expected to access the course several times a week to check in and see if there are any emails, messages, or changes of assignments/due dates. You cannot successfully complete this course if you do not access the course regularly. This course is not one that allows students to wait until the 11th hour to complete the assignments. This is a three (3) hour course. To successfully complete this course you must do the following each week:
1. There are lectures to which you must view and listen. These are typical Power Point lectures with voice-overs explaining in more detail the importance and relevance of the ideas presented. As in any course, if you have questions about content or my comments there will be a designated space on the discussion board where I will "field" your questions. For those lectures where the Power point notes are extremely long, I have transcribed them into a PDF format for ease of reading and reviewing.

2. Each week's lectures (which may take up to two hours to view) will be supported by on-line readings. You do not have a standard textbook. The readings will be either instructor-created or links to various resources on the Internet. The readings further embellish the ideas and concepts presented in the lectures.

3. Because music is a performance medium, it is difficult to explain in words some of the ideas I will present. Therefore, there will be demonstration videos for each week. These will either show you how to implement the pedagogical strategy with children or will further clarify some concept of music that we will use in creating instructional strategies for use with children.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Please do not hesitate to ask questions. Sometimes material may not initially be presented in a manner you understand. Part of learning and becoming a life-long learner is to know when to ask questions. For me, it's all the time!

Calendar Spring 2016

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<thead>
<tr>
<th>Week</th>
<th>Module/Lecture</th>
<th>Assignments Due by 11:00pm (CT) Saturday</th>
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<tbody>
<tr>
<td>08/25</td>
<td>Introduction to Learning Theory, Brain Development, and Music Education</td>
<td>Assignment: None Assessment: Reflection Module 01</td>
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<tr>
<td>09/01</td>
<td>Basics of Music</td>
<td>Discussion Questions Assignment: Creating Chant from Names Assessment: Instructional Video Reflection</td>
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<td>09/08</td>
<td>Understanding the Standards: Texas Essential Knowledge and Skills (TEKS)</td>
<td>Discussion Questions Assignment: Accents and Rhythms Assessment: Anonymous Survey, I</td>
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<tr>
<td>09/15</td>
<td>Introduction to Timbre and Instruments of the Classroom</td>
<td>Discussion Questions Assignment: Timbre and Instruments Assessment: Instructional Video Reflection</td>
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<td>09/22</td>
<td>Transitions: Moving Children from Here to There</td>
<td>Discussion Questions Assignment: Transitions and TEKS, Rewrite Poem Assessment: Anonymous Survey, II</td>
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<td>Date</td>
<td>Topic</td>
<td>Discussion Questions</td>
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<td>09/29</td>
<td>Making Music Out of Words</td>
<td>Discussion Questions</td>
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<td>10/04</td>
<td>Stressing Important Syllables, Making More Music with Words</td>
<td>Discussion Questions</td>
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<td>10/11</td>
<td>Words, Words, Words: Using Vocal Ostinatos I</td>
<td>Discussion Questions</td>
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<tr>
<td>10/18</td>
<td>WWW: Using Vocal Ostinatos II</td>
<td>Discussion Questions</td>
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<tr>
<td>11/01</td>
<td>Using Instruments to Create Accompaniments</td>
<td>Discussion Questions</td>
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<tr>
<td>11/08</td>
<td>Movement as a Means of Creating Stories</td>
<td>Discussion Questions</td>
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<td>11/15</td>
<td>Multicultural Music in the Classroom: Investigating Culture</td>
<td>Discussion Questions</td>
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<tr>
<td>11/24</td>
<td>Connecting Music and Math</td>
<td>Discussion Questions</td>
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<td>12/01</td>
<td>Hard Science to Soft Music: What's the connection?</td>
<td>Discussion Questions</td>
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<td>Prepare for Mastery Examination</td>
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Semester Activities

COURSE FORMAT: The course is divided into four sets of activities: 1) Weekly on-line lectures and readings, 2) weekly video demonstrations of lesson strategies, 3) weekly assignments and/or quizzes related to the course readings, lectures, and video demonstrations and 4) classroom chats/discussion boards related to particular pedagogical problems or concerns. Each of these activities will provide you valuable information and experiences that will assist in preparing you for your career in public or private school elementary education. Below are some of the activities you can expect.

The structure of the class is such that each separate activity assists in the mastering other activities. Therefore, it is important that you access the material on a regular basis. While all the materials are available on the first day of the semester, I may place additional materials on the site prior to when we would discuss them as a class. You are responsible for all material presented in the course. Check the course several times a week to make sure that you are current.

Technical Requirements

Because this course has many, many multimedia instructional elements, it is STRONGLY suggested that you have a high-speed Internet connection. If you use a slower connection you will first see the circle "loading" icon; next you may have to wait a minute or more for the movie to fully load from your "temp folder." It takes time. Be patient.

Because this is a music course you will be required to make music, go figure. Don't worry though, I will never ask you to sing. However, what you will do is to record yourself saying simply poems and chants in a musical way. Therefore, in order for me to assess how you are doing and to provide you with constructive feedback, you will need to download a FREE software package that will help you record yourself. The software is Audacity by Sourceforge.

From experience, it may take you a bit of work to get everything working correctly. Therefore, download this program NOW and begin to play around with it. You will also need to download the LAME MP3 encoder so that you can turn your sound files into MP3s. This is the...
format in which you will send me your work.

The following graphic should help. Call or email me if you need help.
This course requires that you access streamed video examples from the Internet. You will need to download a free Real Media Player.

Independent School Districts use a very fast Internet connection. You will be able to view the video clips, easily. If you wish to access the materials from home consider using an Internet provider that offers cable, DSL, or high-speed phone line services. If you have a dial-up connection it will be almost impossible to access the material. If this is your situation, make sure that you have access to a cable modem or visit your local library on a regular basis.

Click here to see if you can view this file.

| This course also requires that you access lecture material produced on Macromedia’s Flash Player. If your computer does not have a Flash Player, please download a free copy before the beginning of the semester. Click here to download a free copy of Flash Player. |
| You will also need to view documents saved as pdf files. This format will make it easier for you to print out lesson strategies for use in your classroom. Each of the documents will be formatted so that they can be printed and bound into a three-ring binder. You can download a free copy of Acrobat Reader. |